



Art and design Subject Leaders' Sequence and Progression Document

INTRODUCTION

The purpose of this document is to outline the approach and method that has been adopted to implement the Art and design curriculum at St. Andrew's. It sets out what we aim to achieve and the knowledge and understanding that we have apportioned to each class and key stage. The decisions made have been done so by reference to the school's *Mission Statement*, the staff and Governing Body's vision for the future of our school. This document summarises the organisation of the Art and design curriculum and the school's method of securing children's entitlement to essential knowledge and skills to equip them for the next stage of their education and for later life.

AIMS

- To ensure standards remain high and English and Maths is taught discretely
- To ensure reading remains a high priority
- To utilize the rich resource and history of our local community of Boothstown
- To support our school's values and ethos
- To ensure pupils leave as 'well rounded' and confident individuals
- To ensure the wider sports curriculum and the arts are a key focus

LIFESKILLS WE DEVELOP

- Resilience
- Assertiveness and confidence
- Self esteem
- Communication skills
- Social skills
- Coping skills
- Stress management
- Problem solving
- Emotional awareness

END POINTS IN THE CURRICULUM

By the end of Year 6 pupils are able to produce creative work, exploring ideas and recording their experiences. Children become proficient in drawing, painting, sculpture and other art, craft and design techniques. They will be able to evaluate and analyse creative works using the language of art, craft and design. Children will also know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

INTENT

At St Andrew's our intent is to ensure all pupils produce creative and imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills e.g. collage, pattern and printing. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons that are taught offer their chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.

Knowledge and skills St Andrew's wants our pupils to achieve at each stage:

Early Years Foundation

During EYFS pupils explore a variety of materials, tools and techniques, experimenting with colour design, texture, form and function. They use what they have learnt about media and materials in original ways, thinking about uses and purposes. Children will represent their own ideas, through and feeling through art.

KS1

During KS1 pupils are taught to use a range of materials creatively to design and make products. They will share their ideas, experiences and imagination through drawing, painting and sculpture. Children will develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space. Children will also explore the work of a range of artists, craft makers and designers. They will be describing the differences and similarities between different practises and disciplines, and making links to their own work.

KS2

During KS2 pupils are taught to develop their techniques, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. As well as improving their art and design techniques with a range of materials. Children create sketch books to record observation and use them to review and revisit ideas. Children will also explore and learn about great artists, architects and designers in history.

CULTURAL CAPITAL

At St. Andrew's we recognise that children are unique human beings and through Art and design they are allowed to express themselves freely. Pupils are given the opportunity to express their curiosity which is an element of creativity. Through Art and design children are also exposed to a variety of cultures and artists which helps to stimulate an appreciation of human creativity and achievement.

“Remember to look up at the stars and not down at your feet. Try to make sense of what you see and wonder about what makes the universe exist. Be curious. And however difficult life may seem, there is always something you can do and succeed at. It matters that you don't just give up.” – Stephen Hawking

IMPLEMENTATION

Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons that are taught develop children's techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness in different kinds of art craft and design. As children progress through the school, they are presented with opportunities to develop these skills, as they are revisited and built upon, which also embeds into their long term memory.

Children are also taught about the history of art and artists at St Andrews. Therefore children know how art and design both reflect and shape our history, and contribute to the culture creativity and wealth of our nation. Whilst learning about the history of art and artist, teachers use questioning to assess children’s understanding of what has been taught which also allows the teacher to acknowledge and address any misconceptions. Our specific lessons for each year group are to offer structure and narrative.

Teachers assess children’s knowledge, understanding and skills in Art and design by making observations of the children working during lessons. As well as being taught various techniques, children are also encourage to analyse their own work, trying to establish what is working and what isn’t, what they need to develop and what their next steps should be. This assessment is a healthy experience for children where they are then able to take creative decisions and learn from their mistakes as well as developing their ideas and skills.

IMPACT

At St Andrews we strive to inspire an appreciation and enjoyment of the arts, enriching the children’s learning experience. Our Art and design curriculum is well thought out and is planned to demonstrate progression. All children use technical vocabulary and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and curiosity about the world around them, and their impact through Art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show skills in improving their resilience and determination by continually evaluating and improving their work. All children in school can speak freely about their art and design work and their skills.

Art Long Term Plan (Expressive Arts & Design in EY) updated to new EY Framework						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 3-4	Create closed shapes with continuous lines, shapes to represent objects. Draw with detail, faces with a circle and including details. Drawing to represent movement or loud noises. Colour and colour-mixing. Emotions in their drawings – happiness, sadness, fear etc.					
Reception	Explore, use and refine a variety of artistic effects to express ideas and feelings.					
Year 1	Autumn 1 Drawing		Spring 1 Painting		Summer 1 Sculpture and craft	
Year 2	Autumn 1 Drawing		Spring 1 and 2 Sculpture/Craft		Summer 1 Painting	
Year 3	Autumn 2 Sculpture and Craft		Spring 2 Drawing		Summer 2 Painting	
Year 4	Autumn 1 Drawing		Spring 2 Painting		Summer 2 Sculpture/craft	
Year 5	Autumn 2 Sculpture-Interactive installations Craft and design-Architecture		Spring 2 Painting and mixed media Portraits		Summer 2 Drawing I need space	
Year 6	Autumn 2 Painting				Summer 1 Drawing Summer 2 Sculpture/craft	

National Curriculum Content – Art updated with new EY Framework (Substantive Knowledge)				
EY	Expressive Arts & Design			
3-4	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different texture. Create closed shapes with continuous lines, and begin to use these shapes to represent objects Draw with increasing complexity and detail, such as representing a face with a circle and including details Use drawing to represent ideas like movement or loud noises Show different emotions in their drawing and paintings, like happiness, sadness, fear etc Explore colour and colour mixing</p>			
Rec	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on previous knowledge learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>			
KS1	Coverage	Autumn	Spring	Summer
	NC Skills	<p>Pupils should be taught to use a range of materials creatively to design and make products They should use drawing, painting and sculpture to develop and share their ideas, experiences and imagination They should develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Pupils should know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		
Y1	NC Content	<p><u>Self-portraits</u> Use colour, pattern, texture, line, shape, form and space</p>	<p><u>Observational drawings and sketching</u> Develop and share their ideas, experiences and imagination Use colour, pattern, texture, line, shape, form and space Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><u>Painting and Collage</u> Use a range of materials creatively to design and make product Develop and share their ideas, experiences and imagination</p>
Y2	NC Content	<p><u>Drawing and sketching</u> Develop and share their ideas, experiences and imagination Use colour, pattern, texture, line, shape, form and space</p>	<p><u>Collages and Painting</u> Use a range of materials creatively to design and make product Develop and share their ideas, experiences and imagination</p>	<p><u>Sculpture (clay)</u> Use a range of materials creatively to design and make product Develop and share their ideas, experiences and imagination Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>

Content Summary (Substantive Knowledge)				
KS2	Coverage	Autumn	Spring	Summer
	NC Skills	<p>Pupils should be taught to use a range of materials creatively to design and make products They should use drawing, painting and sculpture to develop and share their ideas, experiences and imagination They should develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>		

		Pupils should know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		
Y3	NC Content	<u>Painting – watercolours</u> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<u>Observational Drawings and Digital Art</u> Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<u>Printing</u> Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Y4	NC Content	<u>Sketching and Sculpture (clay)</u> Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<u>Pastel drawings</u> Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<u>Collage (charcoal) and watercolour paintings</u> Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Y5	NC Content	<u>Sculpture</u> Use a range of materials creatively to design and make products.	<u>Drawing and sketching portraits</u> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<u>Drawing and Pattern Designing</u> Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Use a range of materials creatively to design and make products.
Y6	NC Content	<u>Sketching (charcoal) and Water Colour Painting</u> Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<u>Sketching and Shading</u> Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<u>Painting and Drawing</u> Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Skills (Disciplinary Knowledge)

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Art					
Drawing					
<ul style="list-style-type: none"> * Begin to explore the use of colour, pattern, texture, line and shape. *Begin to control the marks made on a variety of surfaces and papers. *Experiment with a wide range of media including pencils, rubbers, crayons, pastels and chalks, felt tips, charcoal, ball point pens and other dry media. 	<ul style="list-style-type: none"> *Experiment with the use of colour, pattern, texture, line and shape. *Draw for a sustained period of time from real object, including single and grouped objects. *Experiment with a wide range of media including pencils, rubbers, crayons, pastels and chalks, felt tips, charcoal, ball 	<ul style="list-style-type: none"> *Control a pencil with increasing confidence. *Draw for a sustained period of time at their own level. *Plan and refine drawings. *Draw confidently from observation; begin to look carefully at the shape and proportions of the subject. 	<ul style="list-style-type: none"> *Draw for a sustained period of time at their own level. *Alter and refine drawings. *Choose which paper and media to use. *Use research to inspire drawings from memory and imagination. *Draw confidently from observation; develop knowledge 	<ul style="list-style-type: none"> *Explore the potential properties of the visual elements line, tone, pattern, form, colour and shape. *Work in a sustained and independent way from observation, experience and imagination. *Use a variety of source material for their work. 	<ul style="list-style-type: none"> *Work in a sustained and independent way to create a detailed drawing. *Identify artists who have worked in a similar way in their own work. *Select appropriate media and techniques to achieve a specific outcome. *Show awareness of how pictures are created e.g. composition.

<p>*Investigate texture by rubbing and copying. *Use line to represent objects seen, remembered or imagined. *Observe and draw shapes. *Be spontaneously expressive, using marks, lines and curves.</p>	<p>point pens and other dry media. *Layer different media e.g. crayons, pastels, felt tips, charcoal and ball point pens. *Investigate tone by drawing light and dark lines, patterns and shapes. *Use line to represent objects seen, remembered or imagined. *Draw shapes between objects – space. *Be spontaneously expressive, create new lines and shapes.</p>	<p>*Draw from imagination expressing feelings. *Experiment with different grades of pencil (HB and 6B) and other implements.</p>	<p>of the proportions and layout of the human face and draw more complicated still life. *Start to use simple perspective. *Use a range of grades of pencil (HB, 6B and 6H) and other media including pastels and chalk to explore line and tone, pattern and shape, line and texture. *Use different media such as pencils, crayons, pastels and chalks, different thicknesses of charcoal to achieve variations in line, form, tone, colour, shape and pattern and produce a range of patterns and textures used in their drawings. *Explore ways in which a rubber may be used to develop tone in pencil and charcoal drawings. *Select different techniques for different purposes.</p>	<p>*Draw familiar things from different viewpoints. *Show knowledge of the correct proportions and layout of the human face and figure. *Begin to use simple perspective in their work using a single focal point and a horizon. *Use a viewfinder to focus on small areas. *Use a range of grades of pencil (4H to 6B), charcoal, fibre tip pen, pen and ink, graphite, crayon and ICT. *Use a range of dry media to make different marks, lines and shapes within a drawing e.g. pencils, crayons, pastels and chalks, different thicknesses of charcoal and ball point pens. *Use a range of materials to produce tone and shade, show experience in creating tonal contrast and select different techniques for different purposes e.g. shading or hatching. *Colour mix with colouring pencils to create a wide tonal range within their work.</p>	<p>*Begin to develop an awareness of composition, scale and proportion in their pictures e.g. foreground, middle ground and background.</p>
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Painting

<p>*Begin to explore the use of colour, pattern, texture, line and shape. *Use a variety of tools and techniques including the use of different brush sizes and types. *Work on different scales. *Mix and match colours to artefacts and objects. *Mix secondary colours and shades using different types of paint e.g. poster paint and block water colours.</p>	<p>*Experiment with the use of colour, pattern, texture, line and shape. *Experiment with tools and techniques including layering, mixing media, scraping etc. *Name different types of paint and their properties. *Work on a range of scales. *Mix and match colours using artefacts and objects. *Mix a range of secondary colours, shades and tones.</p>	<p>*Experiment with different effects and textures including blocking in colour, washes, thickened paint. *Work confidently on a range of scales. *Mix a variety of colours and know which primary colours make secondary colours. *Use a developed colour vocabulary. *Be spontaneously</p>	<p>*Show increasing independence and creativity with the painting process. *Work confidently on a range of scales. *Choose paints and implements appropriate to their task. *Use different thicknesses of paintbrushes and paint to achieve variations in line, form, tone, colour, shape and pattern. *Plan and create different</p>	<p>*Explore the potential properties of the visual elements line, tone, pattern, form, colour and shape. *Create imaginative work from a variety of sources. *Work on preliminary studies to test media and materials. *Demonstrate a secure knowledge of primary and secondary, warm and cold, complementary and contrasting colours.</p>	<p>*Show awareness of how paintings are created. *Choose and use appropriate paint, paper and implements to adapt and extend their work. *Work from a variety of sources including those researched independently. *Carry out preliminary studies, test media and materials and mix</p>
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<p>*Create different textures e.g. use sawdust. *Be spontaneously expressive with paint.</p>	<p>*Be spontaneously expressive with paint</p>				
Sculpture					
<p>*Explore shape and form. *Explore sculpture with a range of malleable media including clay, dough and Model magic. *Manipulate clay in a variety of ways, rolling, kneading and shaping. *Experiment with, construct and join recycled, natural and manmade materials.</p>	<p>*Manipulate clay or other malleable materials for a variety of purposes including thumb pots, simple coil pots and models. *Build a textured relief tile. *Experiment with, and construct and join recycled, natural and manmade materials more confidently. *Understand the safety and basic care of materials and tools.</p>	<p>*Join clay adequately and work reasonably independently. *Construct a simple clay base for extending and modelling other shapes. *Cut and join wood safely and effectively. *Make a simple paper mache object. *Plan, design and make models.</p>	<p>*Make informed choices about the 3D technique chosen. *Show an understanding of shape, space and form. *Plan, design, make and adapt models. *Talk about their work, understanding that it has been sculpted, modelled or constructed. *Use a variety of materials, effects and textures and paint according to what they need for the task. *Make and match colours with increasing accuracy. *Use more specific colour language e.g. tint, tone, shade, hue.</p>	<p>*Describe the different qualities involved in modelling, sculpture and construction. *Use recycled, natural and man-made materials to create a sculpture. *Plan a sculpture through drawing and preparatory work.</p>	<p>*Develop skills in using clay including slabs, coils, slips etc. *Make a mould and use plaster safely. *Create a sculpture and constructions with increasing independence.</p>
Textiles/Collage					
<p>*Use a variety of techniques including weaving, finger knitting, fabric crayons, sewing and Binca. *Thread a needle, cut, glue and trim material. *Use a variety of media including photocopied material, fabric, plastic, tissue, printed materials, crepe paper, sandpaper etc. *Create images from imagination, experience or observation.</p>	<p>*Use a variety of techniques including weaving, French knitting, tie-dyeing, fabric crayons, wax or oil resist, applique and embroidery. *Create textured collages from a variety of media. *Make a simple mosaic. *Stitch, knot and use other manipulative skills.</p>	<p>*Use a variety of techniques including printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and applique. *Name the tools and materials they have used. *Develop skills in stitching, cutting and joining. *Experiment with a range of media e.g. overlapping, layering etc.</p>	<p>*Match the tool to the material. *Use combining skills more readily. *Choose collage or textiles as a means of extending work already achieved. *Refine and alter ideas and explain choices using an art vocabulary. *Collect visual information from a variety of sources describing with vocabulary the visual and tactile elements.</p>	<p>*Join fabrics in different ways, including stitching. *Use different grades and uses of threads and needles. *Extend work within a specified technique. *Use a range of media to create collage. *Experiment with using Batik safely.</p>	<p>*Show awareness of the potential of the uses of materials. *Use different techniques, colours and textiles when designing and making pieces of work. *Be expressive and analytical in order to adapt, extend and justify work.</p>